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# Summer Food Service Program for Children

## Sponsor Handbook For On-Site Preparation




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March, 1976

Supersedes PA 1082, "Sponsor Handbook--Special Summer Food Service for Children," Revised March 1975

## Introduction

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The purpose of this handbook is to guide service institutions wishing to sponsor a Summer Food Service Program for Children. It is intended to be used as a resource document throughout the summer. Information provided is for programs which are operated at a single site and where meals are prepared at the food service site.

The summer Food Service Program for Children is administered on the Federal level by the Food and Nutrition Service (FNS) of the U.S. Department of Agriculture (USDA).

During the summer months, the program may be sponsored by a private non-profit service institution or a public institution for the benefit of children from areas in which poor economic conditions exist, that is, areas in which at least one-third of the children are eligible for free and reduced price school meals under the National School Lunch Program and School Breakfast Program. In the case of residential summer camps, at least one-third of the attending children must be eligible for free or reduced-price school meals or attendance must be drawn from areas in which one-third of the children are eligible for free and reduced price meals. This information must be verified on the site information sheet before the summer camp session begins.

In operating this program, service institutions may not discriminate against any child because of race, color, or national origin. All meals are served free to participating children. For program purposes, "children" means persons under 19 years of age. Service institutions interested in operating a program should contact the State educational agency or appropriate FNS regional office. If you are not sure who administers the program for your State, contact: The Special Feeding Programs Branch, CND, Food and Nutrition Service, USDA, Washington, D.C. 20250

Each service institution must apply annually to the appropriate State agency or regional office at least 30 days prior to the anticipated starting date of the food service. To be approved for participation, service institutions must:

- \* Accept financial and administrative responsibility for total food service operations.
- \* Have tax-exempt status from IRS or be a public entity.
- \* Document the need of the area to be served.
- \* Train personnel for their duties and responsibilities.
- \* Have adequate supervisory and operational personnel.
- \* Provide a regularly scheduled organized activity or food service.
- \* Have facilities and properly trained personnel for the meal service planned.
- \* Make a public announcement available to the news media.
- \* Keep children at site during the food service.

Your appropriate State agency or regional office (FNS) will provide you with specific guidance and the necessary forms to apply for the Summer Food Service Program for Children.

Issued March 1976  
Supercedes PA-1082,  
"Sponsor Handbook,  
Special Summer Food  
Service Program for  
Children"



## Administration and Supervision

### General

When planning food service for children, you should consider their total daily food needs. The combination of meals and supplements served and the times of service will vary according to the children's age group, their time of arrival, and length of stay. If the children arrive early and have not eaten breakfast at home, you may want to serve a breakfast soon after their arrival. Similarly, if the children arrive around noon but stay late in the day, you may want to serve a lunch and a supplement in the afternoon. Remember that in the Summer Food Service Program:

- \* A period of 3 hours must elapse between breakfast and lunch and 4 hours between lunch and supper.
- \* A period of 3 hours must elapse between the service of each supplement and breakfast, lunch, or supper. Count from the beginning of the meal service to the beginning of the next.

It is important to schedule food service to allow sufficient time between meals. Too much food served in a short time causes waste because children are not able to eat it all. Once you have considered the needs of your sites, decided on the meal combination you want to serve, and the time of service, you and your cook will need to begin planning the menus.

### Types of Assistance Available

#### Managerial, Consultative, and Technical Assistance

The agency which administers the Summer Food Service Program Children in each State is available to help you in your program planning and operation. In addition to train-

ing supervisory personnel, administering agencies make on-site visits to participating institutions during the summer. At that time, representatives from the State educational agency or FNS regional office may make suggestions to assist you in the management of your program. Contact your administering agency about questions at any time.

### Financial Assistance

Reimbursement Rates - By March 1 of each year, USDA announces reimbursement rates for the following summer. As of March 1, 1976, the following reimbursement rates are in effect: For a lunch or supper, 80.75 cents, plus an additional 6.5 cents which may be used only for administrative costs. For a breakfast, 45 cents, plus an additional 3.25 cents which may be used only for administrative costs. For supplemental food, 21.25 cents, plus an additional 1.5 cents which may be used only for administrative costs.

Start-up Funds - Start-up funds may be available to help you with the administrative costs involved in planning your program. The administering agency for each State may, at its discretion, make these funds available to institutions that have a signed agreement for their program. These funds can be given out no earlier than 2 months before the institution's food service operation begins, in an amount not to exceed 1 percent of the total amount received last year. (One percent of the estimated cost of program operations may be given to institutions that are operating for the first time.) The amount of start-up funds will be deducted from the subsequent payments made to cover allowable administrative costs.

Advance Funds - In addition to start-up funds, USDA makes reimbursement money available on an advance basis to State agencies and FNS regional offices. State agencies or regional offices will distribute this money to eligible institutions by the first day of June, July and August. In order to receive these funds, service institutions must certify that they have held training sessions for their personnel, clarifying program duties and responsibilities. If an institution does not operate for at least 2 weeks in any month, no advance payment will be made for that month.

In addition it should be noted that if the State agency or regional office has reason to believe, through monitoring or audits, that an institution will not be able to submit an adequate claim, the advance payment for the following month will not be sent until a valid claim is received.

Also, any interest earned on advance or start-up funds must accrue to the food service program.

Advance funds for any month are computed by dividing the number of days of operation in that month by the total number of operating days for the entire summer and multiplying the result by 65 percent of the total expenditures anticipated for the program for the entire summer. For example, assume that during the month of July you will operate your food service for 20 days and you expect to operate for 48 days during the entire summer. Based on your application, the State agency or regional office estimates that you will earn \$4,650.00 in total reimbursement for meals served. Your advance payment will be determined for July in the following manner: \$4,650.00 (estimated total reimbursement for meals) times 65 percent (estimated percentage factor) times 42 percent (percentage deter-

mined by dividing 20 days by 48 days) equal \$1,269.45 (amount of your advance payment, payable July 1).

Reimbursement Procedure - Reimbursement for meals served in the Summer Food Service Program for Children is computed by multiplying the number of meals served to children by the applicable reimbursement rates. This total dollar figure is compared to the cash expended for the food service (food used, labor, and other), less any cash income, and your program is paid the lesser of the two amounts.

The administrative costs for your program are also compared with the amount of administrative reimbursement your program is eligible to receive. The lesser of these two amounts is paid. For any session of a summer camp in which the camp participates in the program and is reimbursed for food served and administrative costs, the amount of reimbursement received must be deducted from the food service fees charged to each child.

Allowable costs, both for the food service and the administration of your program, are explained on pages 7 through 8. The following examples will help to clarify the reimbursement procedure.

Service institution "A" served 1380 lunches and 1380 supplements during the month of August. Cash expended for food service amounted to \$1,426.00. Documented administrative costs were \$93.00. Reimbursement for this institution is determined in the following manner:



Reimbursement for food service.

--Applicable reimbursement rates:

\$1,114.35	- 1380 lunches x \$.8075
	(rate per lunch)
293.25	- 1380 supplements x
	\$.2125 (rate per
	supplement)
<u>\$1,407.60</u>	- reimbursement for
	total meals served

--Actual expenditures:

\$1,197.84	- food
128.34	- labor
99.82	- other
<u>\$1,426.00</u>	- Total

Reimbursement for administrative costs.

--Applicable rates:

\$89.70	- 1380 lunches x \$.065
	(maximum allowable)
20.70	- 1380 supplements x \$.015
	(maximum allowable)
<u>\$110.40</u>	- Total allowable

--Actual expenditures for administrative costs: \$93.00

Service institution "A" is reimbursed \$1,407.60 (the lesser of \$1,407.60 and \$1,426.00) for food service and \$93.00 (the lesser of \$93.00 and \$110.40) for administrative costs. Institution "A" had previously received advance funds of \$877.50 for the month of August. Thus, \$530.10 (the difference between \$1,407.60 and \$877.50) will be paid to institution "A" for food service once its claim for reimbursement has been received and processed.

Similarly, institution "A" had received \$90.00 in start-up funds. As with advance funds, this amount will be deducted from the \$93.00 which this institution is due as reimbursement for administrative costs. Institution "A" will receive \$3.00 for administrative expenses

incurred during August.

Institutions may elect to be reimbursed for the cost of food only; in which case, reimbursement will be the lesser of the cost of food, or the appropriate reimbursement rates times meals (by nutritional type) served to children. The following example will explain this situation:

Service institution "B" served 2510 lunches and 1560 breakfasts during the month of July. It elected to maintain records on the cost of food only. Food costs amounted to \$1,999.20. Reimbursement for this institution is determined in the following manner:

Reimbursement for food only.

--Applicable reimbursement rates:

\$2,026.83	- 2510 lunches x \$.8075
	(rate per lunch)
702.00	- 1560 breakfasts x \$.45
	(rate per break-
	fast)
<u>\$2,728.83</u>	- Reimbursement for total
	meals served

--Actual expenditures for food:  
\$1,999.20

Service institution "B" is reimbursed \$1,999.20 (the lesser of \$1,999.20 and \$2,728.83). Since \$1,667.50 had already been advanced to institution "B" for July, this program will receive \$331.70 as reimbursement for food service in the July claim.

Remember that institutions must maintain adequate accurate records to support their claims for reimbursement whether they seek reimbursement for the total food service operation or only the food cost portion of their program.



### Commodity Assistance

USDA makes donated foods available to State distributing agencies. The State agencies, in turn, make the commodities available to approved institutions. The administering agency informs institutions about available commodities as soon as the institution's application is approved.

### Developing Administrative and Supervisory Procedures

Careful planning of administrative and supervisory procedures ensures efficient administration. As you develop these procedures, consider the following:

#### Staff Functions and Lines of Authority

Each member of the institution's staff must have a clear understanding of individual responsibilities and the responsibilities of other staff members.

#### Channels of Communications

As in all operations, communication is the key to a successful program. Your communications network must include a system for communicating with the State agency or FNS regional office and with your staff. Naturally, it must also include a method for them to communicate with you.

The State agency or FNS regional office may have communicated with you in writing and perhaps by phone even before you applied. When your application has been approved, they will help you arrange the final operational details of your program. If you have specific questions at any time, you should contact them by mail or phone. Representatives from the State agency or FNS regional office will review your program during the summer and at that time they will help you with any problems you are experiencing.

You will want to hold in-service meetings and ongoing training sessions with your staff members so that you can discuss problems and arrive at solutions together. At these meetings you will also be able to clarify procedures and assess where you need additional effort.

Good rapport with your staff and an adequate communications system will minimize your problems.

#### Forms and Recordkeeping Procedures

Depending on the size of your program, you will need some type of record-keeping forms:

- \* Daily meal service/personnel time report
- \* Administrative cost record

Suggested formats for these forms are presented at the end of the "Recordkeeping" section of this handbook.

#### Filing System

Remember that you must maintain on file the following:

- \* Application
- \* Agreement
- \* Program cost and income records
- \* Personnel records
- \* Public Announcement

#### Training

The State agency or FNS regional office will offer training to the supervisory personnel of all service institutions approved for participation in the program before their opening date. All personnel should be well aware of their responsibilities and have a clear understanding of program regulations. In addition, supervisory personnel should plan to conduct training sessions for their

own staff before the opening of the program and throughout the summer as needed.

Have a thorough knowledge of the material you are presenting.

The training you receive from the State agency or FNS regional office and a careful reading of this handbook should give you a comprehensive understanding of the Summer Food Service Program. If you have further questions, do not hesitate to contact your State agency or FNS regional office for assistance. Get answers to your questions so that you can answer the questions of others.

Plan your training session carefully.

The following ideas may help you in planning your training session:

- \* Use this sponsor handbook. Help the staff by referring to specific sections on recordkeeping, nutrition education, and menu planning.
- \* Use the Site Handbook and Chart. You may wish to discuss the ideas that are presented in these program aids.
- \* Have copies of forms available for a practice report. This will help you prepare someone to handle your responsibilities if you are absent during part or all of a day when the food service is in operation.
- \* If you sponsored a program last year and took photographs or slides of your operation, use them to acquaint new members of your staff with your program.
- \* Allow time for questions. Encourage participation and discussion. If you sense confusion, stop and go over the material again.

Continue with ongoing training.

Conducting a training session before the opening does not mean that training is complete for the duration

of the program. You may want to schedule weekly or biweekly meetings with your cook, food service workers, and supervisory staff. This allows everyone a chance to discuss problems and find solutions.

## Recordkeeping

### Program Reimbursement

Reimbursement is based upon accurate reimbursement claims supported by documentation available at the institution. If the program is administered by the FNS regional office, a reimbursement voucher (FNS-143) must be submitted to Washington; if the program is administered by the State agency, a reimbursement claim form from that office must be submitted.

Reimbursement claims must indicate the amount of program income, program expenditures, and numbers of meals by nutritional type served. Reimbursement is computed from these figures; records to substantiate all of this data must be maintained by the institution. These records must be retained for a period of 3 years after the end of the fiscal year in which the program operated. Thus, if you operate a program during the summer of 1976, you must maintain these records until October 1, 1979. These records must be available to officials of the State agency, the Department of Agriculture, and the General Accounting Office for possible audit and review. However, even if you have been audited, you must maintain these records for the specified period of time.

To receive reimbursement, all program sponsors are required to keep the following records:

- \* Participation data
- \* Program income
- \* Program expenditures

See pages 9 and 10 for suggested formats of the recordkeeping forms.

### Participation Data

Since reimbursement is based on the number of meals served to children under 19 years of age, all such meals claimed must be supported by specific data. At a minimum, this data should include the following information:

- \* Record of the number of meals prepared. These figures will also be necessary to compute the cost of producing a meal, which will be discussed later. A strict count of meals prepared should be recorded as the final step in meal production.
- \* Records of meals served to children. These records should be supported by accurate daily counts taken at the site and should include total numbers of meals by type (breakfasts, lunches, suppers, and supplements) served to children.
- \* Records of the number of meals served to adults. These meals are ineligible for per meal reimbursement. However, meals served to adult staff members involved in the food service may be claimed as a labor or administrative expense. These records should be based upon an accurate daily count of such meals served.
- \* An accurate daily count of all children attending the site at the time of the meal service.

### Income Data

Any program income earned and funds available to the program must be recorded accurately and reported monthly on the reimbursement voucher. Your records must include all income and funds made available to the program during the period for which reimbursement is claimed and should include funds received from all sources for the food service program.



## Expenditure Records

All funds spent for the operation of the program during the period for which reimbursement is claimed must be recorded and reported to either the State administering agency or the FNS regional office which has responsibility for your program. As with program income, your records should include all expenditures during the period for which reimbursement is claimed and must be substantiated by receipts. The receipts need not be submitted with the reimbursement voucher unless required by the State agency or FNS regional office. However, they must be available for audit and review purposes. Legitimate program expenditures include outlays for the following:

- \* Food used
- \* Labor
- \* Other expenditures directly related to the food program operations
- \* Administration

### Food Used

This category includes the cost of food actually used as well as agricultural commodities obtained. It may also include the cost of processing, distributing, transporting, storing or handling any food purchased for, or donated to, your program. However, when computing your reimbursement claim, you must subtract the cost of food supplies on hand from your total food purchases for that claiming period.

### Labor

All wages paid by the sponsoring institution to personnel involved directly with the meal service may be counted as labor costs. This includes wages paid by the institution for preparation and service of meals, including wages to supervisory personnel at the site level. Labor costs should not be confused

with administrative costs, which include salaries paid by the sponsor to personnel involved with administration and supervision at the program level. This may include salaries paid to the administrator, assistant administrator, accountant and others.

### Other Program Expenditures

Other program expenditures directly related to program operation may be included as program costs. All such costs must be expended in direct operation of the program.

Rental or use charges (fairly evaluated) for food service equipment, including kitchen and cafeteria equipment, utilities, maintenance, and charges for opening the building can be included in the total operating costs as an expenditure (labor or other, as appropriate) when there is a cash expenditure made for such costs.

### Administration

Allowable administrative costs include, within reasonable limits, operating costs incurred for the planning, organization, and supervision of the program. Therefore, actual salaries paid to persons directly involved with the administration of the program may be counted as administrative expenses. Administrative costs should not be confused with labor costs. Also, costs for office supplies and rental of office space and equipment used for the program may be included in administrative costs. The fair market value of volunteer personnel may not be claimed as administrative costs since this represents no actual cash outlay for the sponsor. Salaries paid to employees who work part time on the program may be claimed only for the actual time spent with the program. Finally, salaries paid by agencies other than the sponsoring institution to persons assigned to the program may not be claimed as administrative costs.



# EXPENDITURES FOR ADMINISTRATIVE COSTS (daily report)

Name of Sponsor \_\_\_\_\_ Date \_\_\_\_\_

Position	No. of People in that position	Salary	No. of Hours	Total
_____	X	_____	_____	= _____
_____	X	_____	_____	= _____
_____	X	_____	_____	= _____
_____	X	_____	_____	= _____
_____	X	_____	_____	= _____
_____	X	_____	_____	= _____
_____	X	_____	_____	= _____
_____	X	_____	_____	= _____
_____	X	_____	_____	= _____
_____	X	_____	_____	= _____
_____	X	_____	_____	= _____

Value of Supplies used for program administration = \_\_\_\_\_

Signature of person preparing report \_\_\_\_\_

(Line 1 plus line 2) Daily Total \_\_\_\_\_

IT IS IMPORTANT TO REMEMBER THAT IF YOUR PROGRAM DOES NOT REACH YOUR PROJECTIONS, YOU WILL HAVE TO REDUCE YOUR ADMINISTRATIVE COSTS ACCORDINGLY, AS THEY CANNOT EXCEED AN ESTABLISHED PER MEAL RATE.

Summer Food Service Program  
Daily Meal Service Personnel Time Report

1. Sponsor (name and address) \_\_\_\_\_  
 2. Sponsor Telephone \_\_\_\_\_
3. Institution's (name and address) \_\_\_\_\_  
 4. Telephone \_\_\_\_\_
5. Week of \_\_\_\_\_ to \_\_\_\_\_  
 6. Supervisor (name and title) \_\_\_\_\_

	Mon	Tues	Wed	Thurs	Fri	Weekly Total
7. Number of Children in attendance						7
8. <u>Children's Meals</u>						
(a) Breakfasts prepared						8a
(b) Lunches/Suppers prepared						8b
(c) Supplements prepared a.m						8c
p.m						8c
(d) Breakfasts served						8d
(e) Lunches/Suppers served						8e
(f) Supplements served						8f
9. <u>Adult Meals</u>						
(a) Breakfasts served						9a
(b) Lunches/Suppers served						9b
(c) Supplements served						9c
(d) Cash Received-Paying Adults						9d

10. Time spent in Food Service (Salaries paid by the Sponsor)  
 Salaried Employees:

Name	Hourly Wage	Hours worked Daily in Food Service				
_____	_____					10a
_____	_____					10b
_____	_____					10c

11. \_\_\_\_\_ Date \_\_\_\_\_  
 Supervisor's Signature

Attention: Immediately advise the director

- (a) If there is a need to increase or decrease meals, (you will need to do this if you are serving many seconds to children.)  
 (b) If meals are unsatisfactory

## Nutrition and Menu Planning

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### Meal Requirements

The goal of every Summer Food Service Program for Children should be the serving of nutritionally adequate, wholesome, and appetizing meals. Careful planning is necessary to meet this goal.

Meal pattern requirements assure well-balanced nutritious meals that supply the kinds and amounts of food children need to help meet their nutrient and energy needs. Each meal must contain as a minimum the following:

#### Breakfast

Fluid milk - 1/2 pint (1 cup)

Fruit; or vegetable or fruit juice, full-strength - 1/2 cup

Bread or cereal (One of the following or combination to give equivalent quantities):

Bread, whole-grain or enriched - 1 slice

Cereal, whole-grain or enriched or fortified - 3/4 cup (volume) or 1 ounce (weight) whichever is less

#### Supplemental Food (Snack)

Milk or juice or vegetable or fruit - (One of the following or combination to give equivalent quantities):

Fluid milk - 1/2 pint (1 cup)

Vegetable or fruit juice, full-strength - 8 fluid ounces (1 cup)

Vegetable and/or fruit - 1 cup

Bread or cereal (One of the following or combination to give equivalent quantities):

Bread, whole-grain or enriched - 1 slice

Cereal, whole-grain or enriched or fortified - 3/4 cup (volume) or 1 ounce (weight) whichever is less

### Lunch or Supper

Fluid milk - 1/2 pint (1 cup)

Meat and/or meat alternate (One of the following or combination to give equivalent quantities):

Cooked lean meat, poultry, or fish (2 ounces), cheese (2 ounces), egg (1), cooked dry beans or peas (1/2 cup), or peanut butter (4 tablespoons)

Vegetable and/or fruit - 3/4 cup of two or more (full-strength vegetable or fruit juice may be counted as not more than 1/4 cup of this requirement)

Bread, whole-grain or enriched - 1 slice

Other foods, such as butter or fortified margarine, spreads, desserts, etc., not a part of the requirement should be included to improve acceptability, and provide additional calories and nutrients.

The quantities of food specified in the meal pattern are approximate amounts of food to serve 10-to 12-year-old boys and girls. Greater or lesser amounts of these foods may be served if participating children are older or younger.



## Description of Food Components

### Meat and/or Alternate

Meat or meat alternates must be served at lunch or supper in the amounts specified in the pattern on page 11. A serving of meat (beef, pork, lamb, veal), poultry, fish, a serving of cheese, an egg, or a serving of cooked dry beans or peas or an equivalent quantity of peanut butter may be used to meet this requirement. A combination of any of these foods may also be served as the meat or meat alternate. For example, a peanut butter sandwich and deviled egg may be served as the meat alternate in a meal, or ground meat and cheese (meat and meat alternate) combined in a casserole also meet the requirement. These foods are usually served as the main dish in the lunch or supper meal.

A serving of cooked meat is defined as lean meat without bone. A serving of cooked chicken or turkey includes meat and skin as normally served unless otherwise indicated.

When cooked dry beans, lentils, or peas are counted as part of the meat alternate requirement, they cannot be counted toward meeting the vegetable/fruit requirement as well.

To improve the nutrition of children, meat or a meat alternate should be included at breakfast as often as possible. Eggs, cheese and peanut butter may be served as such or used in preparation of breads such as cheese biscuits or peanut butter rolls. Children enjoy cheese cubes or sticks, cheese crackers, peanut butter on bread or crackers, meat cubes and other protein-rich foods at snack time. Supplements between meals provide excellent opportunities for introducing unfamiliar meats or meat alternates.

One ounce (dry weight) of protein-fortified, enriched macaroni-type foods may be counted as meeting 50 percent of the meat/meat alternate requirement only when served with cheese, meat, poultry, or seafood. Textured vegetable protein products may be counted towards meeting part (30 percent) of the meat and meat alternate requirement when hydrated with water and served in combination with meat, poultry, or seafood. Protein-fortified, enriched macaroni-type foods and textured vegetable protein products must meet USDA specifications. For detailed information and assistance on the proper use of these two products, contact your FNS regional office or State agency.

These foods as a group provide protein, iron, B vitamins (thiamin, riboflavin, niacin) and other nutrients.

### Fruits and Vegetables

Fruits and vegetables which are simply prepared and easy to eat are the most practical to serve in the Summer Food Service Program for Children. In selecting items for the menu, include foods which are good sources of vitamin C and iron in at least one meal each day, and fruits and vegetables which are good sources of vitamin A several times each week. (See list on page 15 for food sources of vitamins A and C and for iron.)

A serving of cooked vegetable is drained vegetable as usually served. A serving of cooked fruit consists of fruit and juice. A serving of thawed frozen fruit is fruit and the juice that accumulated during thawing.

Potato chips and sticks, catsup, and jams and jellies can not be counted as vegetables or fruits.



At breakfast, a serving of fruit or full-strength fruit or vegetable juice is required. Breakfast is an excellent time to serve vitamin C foods. Citrus fruits or juices such as orange or grapefruit are excellent choices. Other good choices are tomato juice, strawberries, and cantaloup (when in season). Dried fruit may also be served. Dried apricots, raisins and prunes provide variety in menus and are valuable for iron.

To meet program requirements for lunch and supper, two or more vegetables and/or fruits must be served at each meal. A serving (1/4 cup or more) of single strength vegetable or fruit juice or a serving (1/2 cup or more) of half-strength vegetable or fruit juice may be counted towards meeting no more than 1/4 of the vegetable or fruit requirement.

For the supplement, full-strength fruit or vegetable juices may be served. For variety, fruit or vegetables may be served in place of milk or juice for supplements between meals. Snack time is a good time to introduce new vegetables and fruits to children. A vegetable or fruit stick or strip may be offered for tasting in addition to a snack of milk and enriched crackers.

Use of juice drinks is discouraged for young children since such large servings are needed to meet program requirements. For example, a full cup of juice drink would be needed to meet the amount of full-strength juice specified in the pattern if the juice drink contained 50 percent full-strength juice. Most juice drinks contain less than 50 percent full-strength juice. Beverages made from fruit flavored powders and syrups do not meet program requirements.

Fruits and vegetables as a group provide most of the vitamin C and a large share of vitamin A in meals. They also supply iron as well as other vitamins and minerals.

#### Breads and Cereals

All breads, including cornbread, biscuits, rolls and muffins, must be enriched or made of whole-grain or enriched flour or meal to meet the bread requirement of the Summer Food Service Program for Children. Bread must be served at lunch and supper, and may be served at breakfast and for the mid-morning and mid-afternoon supplement (snacks).

The size and shape of loaves and the thickness and number of slices per loaf vary among bakers and localities. Breads, such as French and Vienna, differ in length and width; therefore, the number of slices per loaf could not be determined. A serving of such breads should be comparable in amounts to regular sliced bread.

Enriched or whole-grain or fortified cereal may be served at breakfast alone or in combination with bread to meet the cereal/bread requirement. Cereal may also be served as a mid-morning or mid-afternoon supplement (snack), but it cannot be used in place of bread at lunch or supper.

At breakfast, a serving of enriched or whole-grain bread or a serving of cornbread, biscuits, rolls or muffins made from enriched or whole-grain meal or flour or a serving of enriched or whole-grain or fortified cereal may be served. Acceptable "formulated grain-fruit products" meeting FNS alternate food regulations may be used at breakfast and for a mid-morning or mid-afternoon supplement. These products are

intended for use where kitchen facilities are not available for preparing and serving the regular breakfast or snack menus. They must meet USDA specifications.

At lunch or supper, a serving of enriched or whole-grain bread is required. An equivalent serving of cornbread, biscuits, rolls, muffins, or crackers made of enriched or whole-grain meal or flour may be substituted.

For mid-morning and mid-afternoon supplements, a serving of enriched or whole-grain bread or enriched or whole-grain or fortified cereal or an equivalent serving of cornbread, biscuits, rolls, muffins, crackers, or cookies made of enriched or whole-grain meal or flour may be served. Hot bread such as rolls, biscuits, cornbread, muffins, or raisin bread, can add variety and appeal as well as nutrients to meals for children. Enriched cookies may not be served as bread equivalents at breakfast, lunch and supper.

Be sure to read labels on all commercially prepared baked products and buy only those made of enriched or whole-grain meal or flour.

Macaroni products and rice may not be counted towards meeting the bread/cereal requirement.

These foods provide some of the B vitamins (thiamine and niacin), minerals (especially iron) and calories.

#### Milk

Milk means fluid types of whole, lowfat, skim or cultured buttermilk, flavored or unflavored, which meet State and local standards. Fluid, evaporated, or dry milk used in preparation of soups, puddings,

baked products, and other foods may not be counted as meeting the milk requirement. Such foods do add to the total milk intake of children, however, and are encouraged. At breakfast, milk may be served as a beverage, on cereal, or used in part for each purpose. At lunch and supper, milk must be served as a beverage. Milk is also a good beverage to use for mid-morning or mid-afternoon supplements (snacks). If only snacks or a meal and two snacks are served at a center, it is a good idea to include milk in at least one snack.

Milk provides most of the calcium and riboflavin, some protein, vitamin A, vitamin D (if fortified), phosphorus and other nutrients.

#### Other Foods

Other foods not a part of the meal pattern requirements may be served at all meals to help to improve acceptability, satisfy the children's appetites, and if wisely chosen, to increase the nutritional quality of the meal.

A serving of butter or fortified margarine may be used as a spread or seasoning in food preparation to add appeal.

Desserts served at lunch and supper help to meet other nutritional needs. For example, cakes and other baked products made from enriched flour supply iron and B-vitamins. Ice cream and other desserts made from milk furnish calcium--along with other nutrients.

Enriched or whole-grain products such as enriched macaroni, rice, noodles, spaghetti and bulgur served at lunch or supper not only add variety to menus, they also furnish minerals, vitamins and calories. These should be

included occasionally in meals in small servings as they tend to dull appetites for required foods

Bacon, jams, jellies, honey and syrup, may be served occasionally at breakfast to add variety. They furnish mainly calories.

#### Foods Providing Vitamin A, Vitamin C, and Iron

##### Vitamin A--Vegetables

Broccoli  
Carrots  
Chili peppers  
Mixed vegetables (frozen)  
Peas and carrots (frozen)  
Peppers, sweet red  
Pumpkin  
Squash, winter (acorn, butternut)  
Sweet potatoes  
Tomatoes  
Tomato juice, paste, puree  
Dark green leafy--beet greens, Swiss chard, chicory greens, collards, kale, mustard greens, spinach, turnip greens

##### Vitamin A--Fruits

Apricots  
Cantaloups  
Cherries, red sour  
Nectarines  
Peaches (except canned)  
Prunes  
Purple plums (canned)

##### Vitamin C--Vegetable

Broccoli  
Brussel sprouts  
Cabbage  
Cauliflower  
Chili peppers  
Okra  
Peppers, sweet  
Potatoes (baked, boiled or steamed)  
Rutabagas  
Sweet potatoes (except those canned in syrup)  
Tomatoes  
Tomato juice, paste, puree

Turnips  
Dark green leafy--collards, kale, mustard greens, spinach, turnip greens

##### Vitamin C--Fruits

Cantaloupe  
Grapefruit  
Grapefruit juice  
Grapefruit-orange juice  
Honeydew melon  
Orange juice  
Oranges  
Pineapple juice (canned-vitamin C restored)  
Raspberries, red  
Strawberries  
Tangelos  
Tangerine juice  
Tangerines

##### Iron--Meat and Meat Alternate

Dry beans and peas  
Eggs  
Meats in general especially liver (liverwurst) and other organ meats  
Peanut butter  
Poultry  
Shellfish, Tuna

##### Iron--Breads, Enriched or Whole-Grain

Biscuits  
Boston brown bread  
Bread  
Cornbread  
Crackers  
Muffins  
Rolls

##### Iron--Vegetables

Beans--green, wax, lima  
Broccoli  
Brussel sprouts  
Peas, green, immature  
Squash  
Sweet potatoes  
Tomatoes (canned)  
Tomato juice, paste, puree  
Dark green leafy--beet greens, chard, collards, kale, mustard greens, spinach, turnip greens



## Iron--Fruits

Apples (canned)

Berries

Dried fruits-apricots, dates, figs,  
peaches, prunes, raisins

Purple plums (canned)

Rhubarb

## Tips for Menu Planning

Creative menu planning calls for originality, imagination, and a spirit of adventure. Personnel responsible for planning menus must recognize that appealing, interesting, and economical meals can be planned from a simple cold breakfast to a hot lunch stressing the bicentennial theme.

### Keep the following points in mind:

1. Plan for Variety. Plan to include a wide assortment of foods.

\* Do not use the same food on consecutive days, like meat balls with spaghetti on Monday and beef patties on Tuesday.

\* Do not use the same food on the same day of each week. Each Monday should not be "hot dog day." Plan for a variety of types of menus.

Plan to include different forms of foods prepared in different ways.

\* Do not use two foods prepared in the same way in the same meal, such as two casserole-type dishes.

\* Do not use foods prepared in the same way each time they are served. Vegetables can be served raw or cooked, peeled or unpeeled, buttered, creamed, or scalloped with different sauces or seasonings. Plan to include the food combinations most acceptable to children. Include a surprise item or a small amount of a new or unfamiliar food.

2. Plan for Contrast. Plan to use some crisp, firm foods with soft, creamy ones.

\* Use something crisp or firm in each lunch or supper, such as a green salad, raw vegetable sticks, or hard rolls.

\* Do not use too many starchy foods in the same menu. Macaroni and potatoes are too much starch for one meal. Plan to use a combination of milk and strong flavored foods.

\* Do not use more than one strong flavored food like broccoli, onions, turnips, cabbage, or cauliflower in the same meal.

\* Do not use two foods of the same flavor together, like tomato juice and stewed tomatoes. Plan to use a pleasing combination of different sizes and shapes of foods.

\* Do not use too many chopped or mixed items in the same lunch (potato-ham-cheese casserole, tossed salad and fruit cup).

\* Do not use too many foods of the same shape together (meat balls, steamed whole potatoes, whole beets and muffins).

3. Plan for Eye Appeal. Plan to use combinations of colors that blend well. Consider the color of the dishes to be used as well as the colors of the foods.

\* Use at least one or two colorful foods in each menu. The natural red, green, and orange colors of fruits and vegetables add eye appeal.

\* Use colorful foods in combination with those of little or no color, such as broccoli spears with creamed potatoes.

\* Use garnishes like a slice of radish or cucumber, stuffed olives, a tomato wedge, sieved egg, or a dash of paprika, to brighten food naturally lacking in color.

4. Consider food habits, special occasions, climate or season, and the availability of foods.

\* Plan foods that cater to the regional, cultural, and personal food preferences



of children without reflecting your personal food prejudices.

- \* Along with well-liked or familiar foods, introduce new foods.
- \* Plan menus which have a festive air for national holidays and birthdays.
- \* Plan lunches that include more hot foods in cold weather and more cold foods and salads in warm weather.
- \* Plan lunches to serve fresh foods in season when they are plentiful and at the peak of quality.

#### 5. Remember your limitations of food cost, facilities, and personnel.

Plan lunches that are within the food budget.

- \* Make maximum use of USDA-donated foods and food in plentiful supply.
- \* Use standardized recipes and portion control.
- \* Balance the use of high-cost and low-cost food items within the cycle of menus.

Plan lunches that can be prepared and served with the facilities and equipment available.

- \* Consider oven, surface-cooking, steamer space, and refrigeration.
- \* Schedule employees' time so that their particular skills can be used to best advantage.

#### How to Plan a Cycle of Menus

A cycle of menus is a series of carefully planned menus, used and repeated in order for a definite period of time. Cycle menus can provide great variety, savings in time and money, and good management control. The number of days in the cycle should not be a multiple of 5 so that a menu will not reappear on the same day of the week each time the cycle is repeated.

#### To Plan the Lunch or Supper:

Plan the meat and/or meat alternate main dishes for the entire period of the cycle:

- \* Vary the meat and/or meat alternate by serving beef, veal, lamb, or pork, cheese, eggs, peanut butter, poultry (chicken and turkey), fish or dry beans or peas.
- \* Plan to use a variety of main dish items such as casseroles, soups and sandwiches and main dish salads.

Choose the vegetables and fruits:

- \* Plan the vegetables and fruits for the entire period of the cycle.
- \* Use vegetables and fruits that "go well" with the main dish and each other.
- \* Include various forms of vegetables and fruits - raw or cooked, fresh, canned, frozen, or dried.
- \* Vary the shapes in which the vegetables and fruits are served (wedges, slices, coins, rings, cubes, sticks, etc.) as well as the cooking methods (buttered, creamed, escalloped, baked).

Select a variety of breads:

- \* Plan the breads for the entire period of the cycle.
- \* Use enriched or whole-grain bread which will "go well" with the items in the meal.
- \* Use a variety of breads as well as rolls, muffins, biscuits, cornbread, tacos, bagels, etc.

Include Milk:

- \* Use a variety of fluid milk which meets State and local regulations.

Serve other foods such as butter or margarine, pasta, dessert, etc., for appetite appeal and to increase the nutritive value of the meal.

#### To Plan the Breakfast

Choose the fruit, or vegetable or fruit juice:

- \* Plan the fruit or vegetable or fruit juice for the entire period of the cycle.

\* Vary the forms of fruit, or vegetable or fruit juice.

\* Plan these menu items to add variety as well as vitamin C to the total days meals.

Select a bread or cereal or an equivalent quantity of each:

\* Use a variety of breads as well as rolls, muffins, biscuits, cornbread, bagels, etc.

\* Hot or cold cereals add variety when served with fresh, canned or dried fruits, a variety of sweeteners or milk.

\* Include spreads such as honey, jams, jelly as an "other food" to enhance the bread.

Include milk:

\* Use a variety of fluid milk which meets State and local regulations.

To improve the nutritional value of the breakfast, include meat, poultry, fish, cheese, egg, or peanut butter as often as practicable.

To plan the mid-morning or mid-afternoon supplements or snacks:

Plan the snacks as carefully as the meals:

\* Plan the milk or juice or vegetable or fruit for the entire period of the cycle, keeping in mind the breakfast and lunch or supper menu items.

\* Plan the bread or cereal for the entire period of the cycle, keeping in mind the menu items served in the other meals.

\* Snacks should help complement the meals both in nutritional value, variety, and food preferences.

\* Avoid empty-calorie foods.

#### Suggested Eleven Day Cycle Menus

A cycle of eleven days of breakfast, supplemental food (snacks) and lunch and/or supper menus has been included for your use. After the complete cycle of eleven days' menus have

been served, repeat the cycle starting with menu #1 again.

This cycle has been developed especially for the Summer Food Service Program for Children to allow for children's varied tastes, ethnic backgrounds, seasonal vegetables and fruits as well as foods that will adapt to summer activities and warm temperatures.

The amounts of foods given in the menu are for the 10-12 year old boys and girls. Greater or lesser amounts of these foods may be served if children are older or younger.

SUMMER FOOD SERVICE PROGRAM

Meal Pattern (10-12 year old boy and girl)	MENU 1	MENU 2	MENU 3	MENU 4	MENU 5
<u>Breakfast</u>					
Fruit, or vegetable or fruit juice 1/2 cup Bread or cereal: (One or combination to give equivalent quantities) Bread 1 slice Cereal 3/4 cup Fluid milk 1/2 pint	Cantaloup (1/2 cup) *Baked scrambled egg (1) Whole wheat toast (1 slice) Milk (1/2 pint)	Banana, petite (1/2 cup) Cornflakes (3/4 cup) Milk (1/2 pint)	Pineapple juice (1/2 cup) *Muffin (1) Milk (1/2 pint)	Grapefruit section (1/2 cup) Link sausage (1) Toast (1 slice) Milk (1/2 pint)	Grape juice (1/2 cup) Peanut butter/ honey (2 tsp) on whole wheat toast (1 slice) Milk (1/2 pint)
<u>Supplemental Food</u> (Mid-morning or afternoon snack)					
Milk or juice or vegetable or fruit: (One or combination to give equivalent quantities) Fluid milk 1/2 pint Vegetable or fruit juice 1 cup Vegetable or fruit 1 cup Bread or cereal: (one or combination to give equivalent quantities) Bread 1 slice Cereal 3/4 cup	Milk (1/2 pint)  Doughnut (1)	Tomato juice (3/4 cup)  Celery sticks (1/4 cup)  Cheese toast (1 slice)	Milk (1/2 pint)  Graham Crackers (3)	Apricot halves (3/4 cup)  Raisins, 1-1/2 ounce box (1/4 cup)  Enriched cookies (2)	Milk (1/2 pint)  Rice krispies (3/4 cup)
<u>Lunch and/or Supper</u>					
Meat and/or meat alternate: (One or combination to give equivalent quantities) Cooked lean meat 2 ounces poultry or fish cheese 2 ounces Egg 1 Cooked dry beans peas 1/2 cup Peanut butter 4Tbsp	*Hoagie sandwich (2 ounces meat/ cheese, 1/4 cup vegetable, bread)  Nectarine, medium (1/2 cup) Milk (1/2 pint) Brownie (1)	*Oven-fried chicken/ Gravy (2 ounces meat) Mashed potatoes (1/2 cup) Green peas (1/4 cup) *Biscuit/honey (1) Milk (1/2 pint)	Hamburger on bun (2 ounces meat, bread)  French fried potatoes (1/2 cup) Lettuce, onion and pickles (1 slice) Milk (1/4 cup) (1/2 pint)	Tuna fish salad on lettuce (2 ounces fish) Tomato juice, 1/2 cup (1/4 cup vegetable) Apple, small (1/2 egg) Whole wheat bread (1 slice) Milk (1/2 pint) Potato chips, 3/4 ounce package	Macaroni and Cheese (1/2 cup) (1 ounce cheese) Spinach with (1/4 cup) hard-cooked egg Orange, medium (1/2 cup) Hot roll (1) Milk (1/2 pint) Oatmeal cookie (1)
Vegetable and/or fruit 3/4 cup Bread 1 slice Fluid milk 1/2 pint					

\* Standardized recipes for these items are included.

. All breads and bread equivalents must be made of whole-grain or enriched meal or flour.  
A variety of milks may be used: Whole, lowfat, skim, buttermilk or flavored milk made from these  
forms of milk that meet State and local standards.



SUMMER FOOD SERVICE PROGRAM

MENU 6	MENU 7	MENU 8	MENU 9	MENU 10	MENU 11
<p>Apple juice (1/2 cup)</p> <p>English muffin (1)</p> <p>Jelly (1 tsp)</p> <p>Milk (1/2 pint)</p>	<p>Fruit cocktail (1/2 cup)</p> <p>Hard-cooked egg (1)</p> <p>Toast (1 slice)</p> <p>Milk (1/2 pint)</p>	<p>Orange juice (1/2 cup)</p> <p>*Oatmeal/raisin/brown sugar (3/4 cup)</p> <p>Milk (1/2 pint)</p>	<p>Applesauce (1/2 cup)</p> <p>Pancakes/syrup (2)</p> <p>Milk (1/2 pint)</p>	<p>Orange section (1/2 cup)</p> <p>Cheese toast (1 slice)</p> <p>Milk (1/2 pint)</p>	<p>Blended juice (1/2 cup)</p> <p>Cinnamon roll (1)</p> <p>Milk (1/2 pint)</p>
<p>Sliced banana (1/2 cup)</p> <p>in Orange juice (1/2 cup)</p> <p>Crackers (2)</p> <p>Cheese (1/2 ounce)</p>	<p>Milk (1/2 pint)</p> <p>Cinnamon toast (1 slice)</p>	<p>Sliced fresh peaches (1/2 cup)</p> <p>Milk (1/2 cup)</p> <p>Puffed wheat (3/4 cup)</p>	<p>Milk (1/2 pint)</p> <p>Bagel (1)</p> <p>Cream cheese (1 tsp)</p>	<p>Grape juice (1 cup)</p> <p>1/2 peanut butter sandwich (1 tsp peanut butter, bread)</p>	<p>Milk (1/2 pint)</p> <p>Enriched cookies (2)</p>
<p>Frankfurter on Bun (2 oz. meat, bread)</p> <p>Baked Beans (1/4 cup)</p> <p>Cole slaw (1/2 cup)</p> <p>Milk (1/2 pint)</p> <p>Ice cream (1 serving)</p>	<p>*Pizza (2 oz meat/cheese, bread)</p> <p>Relishes (carrot sticks, cauliflower and olives) (1/4 cup)</p> <p>Grapes (1/2 cup)</p> <p>Milk (1/2 pint)</p>	<p>Chicken-Vegetable Soup - 1/2 cup (1 oz meat, 1/4 cup vegetable)</p> <p>*Peanut Butter &amp; Jelly sandwich (2 Tbsp. peanut butter, bread)</p> <p>Watermelon (1/2 cup)</p> <p>Milk (1/2 pint)</p>	<p>Ground beef and spaghetti (2 oz meat)</p> <p>Tossed Green Salad/ Dressing (1/4 cup vegetable)</p> <p>Plums, 2 (1/2 cup fruit)</p> <p>French Bread (1 slice)</p> <p>Milk (1/2 pint)</p>	<p>Fish Sticks (2 oz.)</p> <p>French fried potatoes (1/2 cup)</p> <p>Tomato salad/ dressing (1/4 cup)</p> <p>*Cornbread (1 square)</p> <p>Milk (1/2 pint)</p> <p>Taploca pudding (1/2 cup)</p>	<p>*Bean Tacos, 2</p> <p>(2 oz meat/cheese, bread)</p> <p>Shredded lettuce (1/4 cup)</p> <p>Strawberries (1/2 cup)</p> <p>Milk (1/2 pint)</p>

\* Standardized recipes for these items are included.



## Standardized Recipes

Standardized recipes which are marked by an asterisk in the cycle menus are included in this publication. These recipes for 100 portions were designed for 10-to-12-year old boys and girls. These were developed by the Consumer and Food Economics Institute, Agricultural Research Service, U.S. Department of Agriculture.

### Cereal Products

Biscuits  
Cornbread  
Muffins

### Main Dishes

Baked Scrambled Eggs  
Macaroni and Cheese  
Oven-Fried Chicken  
Pizza

### Sandwiches

Bean Tacos  
Hoagie Sandwich  
Peanut Butter and Jelly Sandwich

## BISCUITS

Bread		100 servings		For _____	Directions
Ingredients	Weights	Measures	Servings		
All-purpose flour-----	4 lb-----	4 qt-----	-----	1. Blend dry ingredients 5 minutes in mixer on low speed. Cut in fat.	
Nonfat dry milk-----	3-3/4 oz-----	3/4 cup-----	-----		
Baking powder-----	3 oz-----	1/2 cup-----	-----		
Salt-----	1 oz-----	1-1/2 Tbsp-----	-----		
Shortening-----	1 lb 8 oz-----	3-1/2 cups-----	-----		
Water-----	-----	About 1 qt-----	-----	2. Add enough water to make a soft dough.	
				3. Turn out on a lightly floured board, divide into halves, and knead lightly about 1 minute.	
				4. Roll out to 1/2-inch thickness. Cut with a floured 2-inch biscuit cutter and place on baking sheets or place dough on baking sheets and cut into 2-inch squares.	
				5. Bake 12 to 15 minutes at 425°F (hot oven).	
SERVING: 1 biscuit - provides a serving of bread.					

# CORNBREAD

## Bread

Ingredients	100 servings		For	Directions
	Weights	Measures	Servings	
All-purpose flour-----	4 lb-----	4 qt-----	-----	1. Blend ingredients 5 minutes in mixer on low speed.
Cornmeal-----	4 lb-----	3 qt-----	-----	
or	or	or	-----	
Corn grits-----	4 lb-----	2-3/4 qt-----	-----	
Baking powder-----	5-3/4 oz-----	1 cup-----	-----	
Nonfat dry milk-----	10 oz-----	2 cups-----	-----	
Sugar-----	1 lb 4 oz-----	2-3/4 cups-----	-----	
Salt-----	1 oz-----	1-1/2 Tbsp-----	-----	
Eggs beaten -----	2 lb 11 oz-----	24 large-----	-----	
Oil or fat, melted-----	1 lb 8 oz-----	3 cups-----	-----	
Water-----	-----	2 qt 2-1/3 cups--	-----	2. Combine eggs, oil, and water. Add to dry ingredients; mix just enough to moisten.
				3. Pour into 4 greased baking pans (about 12 by 20 by 2 inches), 4 lb 12 oz (2 qt) per pan.
				4. Bake 20 minutes at 425° F (hot oven).

SERVING: 1 piece, 2 by 3-3/4 inches - provides a serving of bread.



## MUFFINS

Bread	100 servings			For	Directions
	Ingredients	Weights	Measures		
	All-purpose flour-----	5 lb 4 oz-----	5-1/4 qt-----	-----	1. Blend dry ingredients 5 minutes in mixer on low speed.
	Nonfat dry milk-----	10 oz-----	2 cups-----	-----	
	Baking powder-----	5 oz-----	1 cup less 2 Tbsp-----	-----	
	Sugar-----	1 lb 5 oz-----	3 cups-----	-----	
	Salt-----	2 oz-----	3 Tbsp-----	-----	2. Combine eggs, oil, and water. Add to dry ingredients and stir only until dry ingredients are moistened and batter has lumpy appearance.
	Eggs, beaten-----	1 lb 2 oz-----	10 large-----	-----	
	Oil-----	1 lb 8 oz-----	3 cups-----	-----	
	Water-----	-----	2 qt 1-1/3 cups-----	-----	
					3. Using a No. 20 scoop (3-1/5 Tbsp), portion into greased muffin tins.
					4. Bake at 400° F (hot oven) 20 minutes until light brown.

SERVING: 1 muffin - provides a serving of bread.

# BAKED SCRAMBLED EGGS

Meat Alternate	100 servings			For	Directions
	Ingredients	Weights	Measures	Servings	
	Eggs (see note)-----	11 lb 2 oz-----	100 large-----	-----	1. Beat eggs slightly.
	Salt-----	2 oz-----	3 Tbsp-----	-----	2. Add salt and milk; mix.
	Hot milk-----	-----	2-1/2 qt-----	-----	
	Butter or margarine, melted-----	8 oz-----	1 cup-----	-----	3. Pour 2 oz (1/4 cup) of the fat into each of 4 baking pans (about 12 by 20 by 2 inches). Add 4 lb 2 oz (about 2 qt) egg mixture per pan. 4. Bake at 350°F (moderate oven) 15 minutes; stir once after 5 minutes baking.

SERVING: 1 piece, 2 by 3-3/4 inches - provides 1 egg.

NOTE: Use 3 lb 2 oz (1 gal 1 cup) dried whole eggs with 1 gal 1 cup water in place of shell eggs

## VARIATIONS

- BAKED SCRAMBLED EGGS AND CHEESE: Use only 9 lb 6 oz (84 large) eggs and 2 lb (2 qt) shredded cheese. One serving provides the equivalent of a 2-ounce serving of cooked lean meat.
- BAKED SCRAMBLED EGGS AND DRIED BEEF: Use only 9 lb 6 oz (84 large) eggs. Pour 2-1/2 qt boiling water over 1 lb 10 oz (1qt 2-1/2 cups) chopped dried beef. Drain beef and place evenly in the 4 pans. One serving provides the equivalent of a 2-ounce serving of cooked lean meat.
- BAKED SCRAMBLED EGGS AND HAM: Use only 9 lb 6 oz (84 large) eggs. Divide 2 lb (1 qt 2-1/2 cups) ground cooked ham evenly among the 4 pans. One serving provides the equivalent of a 2-ounce serving of cooked lean meat.

## MACARONI AND CHEESE

Meat Alternate	100 servings			For	Directions
	Ingredients	Weights	Measures	Servings	
	Macaroni-----	3 lb 12 oz-----	3-1/2 qt-----	-----	1. Cook macaroni Drain.
	Boiling water-----	-----	3-3/4 gal-----	-----	
	Salt-----	2 oz-----	3 Tbsp-----	-----	
	Butter or margarine-----	6 oz-----	3/4 cup-----	-----	2. Melt fat, blend in flour and salt. Stir in milk. Cook and stir constantly until thickened.
	All-purpose flour-----	6 oz-----	1-1/2 cups-----	-----	
	Salt-----	2-3/4 oz-----	1/4 cup-----	-----	
	Hot milk-----	-----	2 gal-----	-----	
	Dry mustard-----	-----	2-2/3 Tbsp-----	-----	3. Add mustard and cheese to sauce; stir until blended.
	Cheese, shredded-----	6 lb 4 oz-----	1 gal 2-1/4 qt-----	-----	
					4. Combine macaroni and cheese sauce.
					5. Pour into 3 greased baking pans (about 12 by 20 by 2 inches), about 10 lb 4 oz (1-1/4 gal) per pan.
					6. Bake at 350°F (moderate oven) 50 minutes until brown.

SERVING: 1/2 cup - provides 1 ounce chesse.



# OVEN-FRIED CHICKEN

## Meat

Ingredients	100 servings			For	Directions
	Weights	Measures	Servings		
Ready-to-cook frying chicken (cut-up)----- or	4 1 lb 12 oz----- or	-----	-----	-----	1. Thaw frozen chicken Wash and dry chicken parts.
Chicken breast halves----- or	30 lb 4 oz----- or	100 pieces----- or	-----	-----	
Chicken drumsticks----- or	18 lb 8 oz----- or	100 pieces----- or	-----	-----	
Chicken thighs-----	20 lb-----	100 pieces-----	-----	-----	
All-purpose flour----- Salt-----	1 lb 8 oz----- 2 oz-----	1-1/2 qt----- 3 Tbsp-----	-----	-----	2. Roll chicken parts with mixture of flour and salt. Place in a single layer on greased sheet pans (about 18 by 26 inches).
Oil or fat, melted----	2 lb 8 oz-----	1-1/4 qt-----	-----	-----	3. Pour fat over chicken and bake at 400°F (hot oven) 55 minutes until golden brown.

SERVING: 1/2 chicken breast, or 1 drumstick with a wing or back, or 1 thigh with a wing or back - provides 2 ounces or more cooked chicken meat or

SERVING: 1 drumstick or 1 thigh - provides about 1-1/2 ounces cooked chicken meat.

## PIZZA

## Meat and Alternate/Bread

100 servings			For	Directions
Ingredients	Weights	Measures	Servings	
Compressed yeast-- or	4 oz----- or	1/2 cup----- or	-----	NOTE: All ingredients and utensils must be warmed to room temperature. 1. Dissolve yeast in warm water 2. Blend dry ingredients 1 minute in a 20-qt mixer bowl on low speed. Add fat. 3. Add water while mixing on low speed with dough hook for 1 min. Add yeast mixture while mixing on low speed for 4 mins. Mix on medium speed for 10 minutes. 4. Cut into 4 equal balls. 5. Roll each ball of dough thin. Line 4 sheet pans (about 18 by 26 inches) with dough. 6. Brown meat 25 minutes at 400°F (hot oven). Drain.
Active dry yeast--	1-3/4 oz-----	1/3 cup-----	-----	
Warm water (temperature 110°F)-----	-----	2 cups-----	-----	
All-purpose flour--	4 lb 4 oz-----	4-1/4 qt-----	-----	
Nonfat dry milk----	3-3/4 oz-----	3/4 cup-----	-----	
Sugar-----	1 oz-----	2-1/3 Tbsp-----	-----	
Salt-----	1-1/4 Oz-----	2 Tbsp-----	-----	
Shortening-----	7 oz-----	1 cup-----	-----	
Water (temperature 65°F).-----	-----	2-3/4 cups-----	-----	
Ground pork----- or	11 lb----- or	-----	-----	
Ground beef-----	8 lb 12 oz-----	-----	-----	7. Mix tomato paste, seasonings, and sugar; add to cooked meat. Mix well. 8. Spread warm filling, about 3 lb 3 oz (1-1/2 qt) on each pan of dough. 9. Bake 10 minutes at 425°F (hot oven). 10. Top with shredded cheese, 1 lb 9 oz (1-1/2 qt) per pan, and bake 5 minutes longer.
Tomato paste-----	4 lb 12 oz-----	2 qt-----	-----	
Oregano-----	-----	1 Tbsp-----	-----	
Garlic powder-----	-----	3/4 tsp-----	-----	
Sugar-----	2-1/4 oz-----	1/3 cup-----	-----	
Cheese, shredded--	6 lb 4 oz-----	1 gal 2-1/4 qt--	-----	

SERVING: 1 piece, 3-1/4 by 5 inches - provides the equivalent of a 2 ounce serving of cooked lean meat and a serving of bread.

## VARIATION

a. CHEESE PIZZA: Follow direction through step 5. Omit meat. Combine tomato paste, oregano, garlic powder, and sugar and stir into the cheese. Mix well. Divide and spread mixture evenly on each pan of dough. Bake at 425°F (hot oven) about 15 minutes until cheese bubbles and begins to brown. One serving provides 1 ounce cheese and a serving of bread.

# BEAN TACOS

Meat Alternate/Bread

Ingredients	100 servings		For	Servings	Directions
	Weights	Measures			
Dry pinto beans----- Boiling water-----	9 lb----- -----	1 gal 1-1/4 qt--- 3-1/2 gal-----	----- -----	----- -----	1. Sort and wash beans. 2. Add beans to boiling water. Boil 2 minutes. Cover and let soak 1 hour. 3. Cook beans in soaking water 40 minutes. Add hot water if level of liquid falls below beans.
Butter or margarine-- Salt-----	3 lb 2 oz-- 5-1/4 oz---	1 qt 2-1/4 cup--- 1/2 cup-----	----- -----	----- -----	4. Add fat and salt.
Garlic powder----- Dried minced onion--- Chili powder----- All-purpose flour----	----- 7 oz----- 5 oz----- 1 lb 6 oz---	1 Tbsp----- 1-3/4 cups----- 1 cup----- 1-1/4 qt-----	----- ----- ----- -----	----- ----- ----- -----	5. Combine seasonings and flour. Re-move about 1-1/4 qt hot bean liquid. Cool slightly. Add gradually to flour mixture, stirring into a smooth paste. Gradually stir paste into beans and remaining liquid. 6. Cook 30 minutes to thicken and blend flavors. Stir occasionally to prevent sticking. 7. Pour beans into mixer bowl and mix at medium speed for 10 minutes.
Enriched corn taco Shells (See note)	-----	200-----	-----	-----	8. Portion mixture with No. 16 scoop (1/4 cup) into taco shells.
Cheddar Cheese, grated	3 lb 4 oz--	3-1/4 qt-----	-----	-----	9. Cover beans in each shell with 1 Tbsp (1/4 oz) cheese. Place in baking pans (about 12 by 20 by 2 inches). 10. Bake at 350°F (moderate oven) about 10 minutes or until cheese melts. 11. Garnish with chopped lettuce and tomato.

SERVING: 2 tacos - provides the equivalent of a 2-ounce serving of cooked lean meat and a serving of bread.

NOTE: No bread credit is allowed for unenriched taco shells.



## HOAGIE SANDWICH

Meat and Alternate/Vegetable/Bread					
Ingredients	100 servings		For servings	Directions	
	Weights	Measures			
Salad oil - - - - - Vinegar - - - - - Salt - - - - - Pepper - - - - - Dry mustard - - - - -	7-1/2 oz - - - 4-1/4 oz - - - - - - - - - - - - - - - - - -	1 cup - - - - - 1/2 cup - - - - - 1 tsp - - - - - 1/4 tsp - - - - - 1/2 tsp - - - - -	- -	1. Mix oil and vinegar. Add seasonings. 2. Store in refrigerator. 3. Shake before using. NOTE: Salad dressing may be used in place of oil-vinegar dressing.	
Hoagie rolls - - - - - Butter or margarine, softened.	- - - - - 1 lb - - - - -	100 - - - - - 2 cups - - - - -	- - - - - - - - - - - - - - -	4. Cut bread through middle crosswise, being careful not to cut all the way through so top is hinged to bottom 5. Spread each half with 1/2 tsp of fat.	
Swiss cheese, sliced  Cooked salami, sliced  Cooked ham, sliced  *Lettuce, shredded - *Tomato, thinly sliced (1/8 inch thick)	6 lb 4 oz - - - 3 lb 2 oz - - - 3 lb 2 oz - - - 1 lb 9 oz - - - 4 lb 13 oz - - -	100 slices (1 oz each) 100 slices (1/2 oz each) 100 slices (1/2 oz each) 3-1/4 qt - - - 3 qt - - - - -	- -	6. Arrange 1 slice each of cheese, ham, and salami down length of bottom half of each roll.  7. Add about 2 Tbsp of lettuce to each roll. 8. Top with 2 thin slices of tomato. 9. Sprinkle liberally with salad dressing. 10. Press top half of roll gently down over filling. Serve cold.	
SERVING: 1 sandwich-provides the equivalent of a 2-ounce serving of cooked lean meat, 1/4 cup vegetable and a serving of bread.					

# PEANUT BUTTER AND JELLY SANDWICH

Meat Alternate/Bread

Ingredients	100 servings		For servings	Directions
	Weights	Measures		
*Peanut butter - - - -	7 lb 2 oz - -	3 qt 1/2 cup -	- - - - -	1. Blend peanut butter, jelly, and fat in mixer on low speed.
*Jelly, light-colored-	9 lb - - - -	3 qt - - - -	- - - - -	
Butter or margarine, if desired.	1 lb - - - -	2 cups - - - -	- - - - -	
*White bread - - - - -	- - - - -	200 slices - -	- - - - -	2. Portion filling with No. 16 scoop (1/4 cup) onto each slice of bread.  3. Spread filling evenly to edges of bread. Cover with remaining bread slices.

SERVING: 1 sandwich--provides 2 tablespoons peanut butter and a serving of bread.

# SERVING SIZE AND YIELD FOR SELECTED FRESH VEGETABLES AND FRUITS

Fresh Vegetables		
Vegetable	Size, Count, Diameter, Number per Pound	Serving Size and Yield
Carrot Sticks	<u>Specify U.S. #1, with 1-1/8 inch minimum diameter. About 7-1/2 inches long. Six per pound. Fifty pound mesh sacks.</u>	1 stick is 4 inches long x 1/2 inch wide 12 sticks = 1/2 cup vegetable 6 sticks = 1/4 cup vegetable 3 sticks = 1/8 cup vegetable
Cauliflower	<u>Specify in cartons 18-24 pounds, or wire-bound crates 45-50 pounds.</u>	1 medium head = about 6 cups florets
Celery Sticks	<u>Specify 2, 2-1/2, or 3 dozen stalks per crate. Crates weigh 65-75 pounds net.</u>	1 stick is 3 inches long and 3/4 inch wide 8 sticks = 1/2 cup vegetable 4 sticks = 1/4 cup vegetable 2 sticks = 1/8 cup vegetable
Cucumber	<u>Specify 2 inch minimum diameter. This information will be stamped on basket. Cucumbers will vary from 2 to 2-1/2 inches in diameter and are about 7-1/2 inches long.</u>	
Slices	1/8 inch thick slices	8 slices = 1/2 cup vegetable 4 slices = 1/4 cup vegetable 2 slices = 1/8 cup vegetable
Sticks	Cut in thirds crosswise and then each third into fourths lengthwise for sticks.	1 cucumber = 12 sticks 4 sticks = 1/2 cup vegetable 2 sticks = 1/4 cup vegetable 1 stick = 1/8 cup vegetable



# SERVING SIZE AND YIELD FOR SELECTED FRESH VEGETABLES AND FRUITS

## Fresh Vegetables

Vegetable	Size, Count, Diameter, Number per Pound	Serving Size and Yield
Olives, ripe	Large	14 olives = 1/2 cup vegetable 7 olives = 1/4 cup vegetable 4 olives = 1/8 cup vegetable
Radishes	Specify U.S. #1, 1/2 inch diameter minimum, without tops. Small, 45 radishes per pound.	8 radishes = 1/2 cup vegetable 4 radishes = 1/4 cup vegetable 2 radishes = 1/8 cup vegetable
Tomatoes		
Wedges	Specify 5x6 size, extra large, 30 pounds net per container. Tomato is 2-1/8 inches x 3 inches in diameter, 2-1/4 tomatoes per pound.	1/2 tomato = 1/2 cup vegetable 1/4 tomato = 1/4 cup vegetable 1/8 tomato = 1/8 cup vegetable
Slices	Specify 6x7 size, medium. Slice in 1/4 inch slice.	4 slices = 1/2 cup vegetable 2 slices = 1/4 cup vegetable 1 slice = 1/8 cup vegetable
Cherry	Specify standard size, reasonably uniform in size. Volume given in cups.	8 tomatoes = about 1/2 cup vegetable 4 tomatoes = about 1/4 cup vegetable 2 tomatoes = about 1/8 cup vegetable

# SERVING SIZE AND YIELD FOR SELECTED FRESH VEGETABLES AND FRUITS

## Fresh Fruits

Fruit	Size, Count, Diameter, Number per Pound	Serving Size and Yield
Apples	Specify U.S. #1 wholesale basket with apples having a minimum of 2-1/4 inch diameter (small apple).	1 apple = 1/2 cup fruit 1/2 apple = 1/4 cup fruit 1/4 apple = 1/8 cup fruit
Bananas	Purchased by fingers. No trade size. Small or petite bananas. Three bananas per pound.	1 banana = 1/2 cup fruit 1/2 banana = 1/4 cup fruit 1/4 banana = 1/8 cup fruit
Berries		
Strawberries	Specify U.S. #1. Minimum diameter 3/4 inch. Sold in quarts and pints.	1/2 cup ready-to-eat berries = 1/2 cup fruit 1/4 cup ready-to-eat berries = 1/4 cup fruit
Blueberries	Specify U.S. #1. No minimum. Sold in quarts and pints.	1/8 cup ready-to-eat berries = 1/8 cup fruit
Cantaloupe	Specify Size 36. Medium size, 5-1/2 inches diameter. One and 2/3 pounds per melon.	1/4 melon = 1/2 cup fruit 1/8 melon = 1/4 cup fruit 1/16 melon = 1/8 cup fruit
Grapes	Specify variety desired. Concord, Delaware, etc. (slip skin) average 2-3/4 cups per pound. Tokay, Thomson Seedless, etc., (adherent skins) average 2-3/4 cups per pound.	22 grapes = about 1/2 cup fruit 11 grapes = about 1/4 cup fruit 6 grapes = about 1/8 cup fruit
Nectarines	Specify Size 3x4. Size is standard with fruit having a 1-3/4 to 2-1/2 inches diameter.	1 nectarine = 1/2 cup fruit 1/2 nectarine = 1/4 cup fruit 1/4 nectarine = 1/8 cup fruit

# SERVING SIZE AND YIELD FOR SELECTED FRESH VEGETABLES AND FRUITS

## Fresh Fruits

Fruit	Size, Count, Diameter, Number per Pound	Serving Size and Yield
Oranges	<u>Specify 138 (Calif. or Ariz.) or 125 size (Fla. or Texas).</u> <u>Size designation, printed on carton, indicates number of fruit in carton.</u> Medium (or smaller) orange, 4 per pound.	1 orange = 1/2 cup fruit 1/2 orange = 1/4 cup fruit 1/4 orange = 1/8 cup fruit
Plums	<u>Specify Size 3x4x5.</u> Containers yield a count of 60 pieces of small fruit. Available in 4 baskets per crate.	2 plums = about 1/2 cup fruit 1 plum = about 1/4 cup fruit 1/2 plum = about 1/8 cup fruit
Peaches	<u>Specify 2 to 2-1/2 inch minimum diameter.</u> Available in Eastern basket. Four peaches per pound.	1 peach = 1/2 cup fruit 1/2 peach = 1/4 cup fruit 1/4 peach = 1/8 cup fruit
Pears	<u>Specify 150 or 135 Count.</u> Diameter of pears of both counts is 2-1/2 inches. 150 count is a short fruit, while 135 count is a long fruit. Four pears per pound.	1 pear = 1/2 cup fruit 1/2 pear = 1/4 cup fruit 1/4 pear = 1/8 cup fruit
Raisins	<u>Specify bulk purchase or individual packages, 1-1/2 ounce each.</u>	Yield of bulk: 5 1/3 oz. = 1 cup fruit 2 2/3 oz. = 1/2 cup fruit 1 1/3 oz. = 1/4 cup fruit  Yield of individual package: 1 package (1-1/2 oz.) = about 1/4 cup fruit
Tangerines	<u>Specify size 176.</u> Fruit will average 2-3/8 inches in diameter. Four tangerines per pound.	1 tangerine = about 1/2 cup fruit
Watermelon	<u>Specify average size.</u> Melons will average about 28 pounds. Serving size determined by quartering the melon.	Yield of quarter of melon: 1/16 quarter = 1/2 cup fruit 1/32 quarter = 1/4 cup fruit 1/64 quarter = 1/8 cup fruit



## Food Purchasing

Success in food buying means getting food of good quality in the proper quantities at the best possible prices.

The quantities to buy will depend on the number of children attending the center, menus and recipes to be used, the amount and kind of storage space available, inventory on hand, the perishability of the food and the length of time the order is to cover.

### Where to Buy

\* Check the food companies (vendors) or stores in the area.

Which offers foods that are used frequently?

Which offers the service required - prompt and frequent delivery, credit, discounts, if any?

Which offers quality food at a reasonable price?

\* Buy from the suppliers that will provide the best quality food at the most reasonable price.

\* Follow a strict code of business ethics when purchasing foods for the center. Know what the food suppliers expect and let them know what is expected from them.

### What to Buy

\* Decide the best quality to buy for the use intended. Whenever possible buy foods that are graded. Let the planned use of the food determine the form and quality to buy. Consider style, type, size, count, container, packing medium, etc. Read labels. Know what the product is and inspect it before and after purchase.

\* Buy U.S. Government inspected meats and poultry. Government inspection is assurance that meat and poultry were produced from animals or fowl which were free from disease at the time of slaughter and were prepared under strict sanitary conditions.

\* Purchase only pasteurized Grade A milk and milk products.

\* Purchase federally inspected seafoods whenever possible. It is assurance of top quality products.

\* Purchase frozen foods that have been kept hard frozen. Do not accept frozen foods that are or have been thawed or partially thawed.

\* Purchase perishable foods that have been kept under refrigeration.

\* Select foods that best suit the needs.

Develop standards for all food purchases. These standards describe the food to buy and will assure the best quality foods for the use intended at a reasonable price. State clearly standards for the food item ordered. Once the order is received, check to see that the food is what was ordered. Let the vendor know the standards for food purchases.

### How Much to Buy

\* Calculate the quantities of food needed to serve the children eating at the center.

\* Consider number of servings per pound and/or per can for each item to be purchased. Select the most suitable.

### When to Buy

\* Decide when to buy each type of food. Purchase bread and milk daily.

Perishable foods such as meat, fish, poultry, fresh and frozen produce should be purchased for daily delivery or if storage space is sufficient two deliveries a week may be adequate.

Canned foods and staple groceries may be purchased monthly or twice monthly depending on storage space.

\* Remember storage facilities when food purchases are made. Buy only quantities that can be stored properly. Consider keeping qualities of the food in relation to storage facilities available. Buy those which best fit the situation.

### Keep Records of Food Purchases

Record date the food was ordered, date the food was received, condition of food on arrival, and when and how much was used. Be sure to record the price paid. These records can be a help in planning for future purchases as well as menus.

Remember the food served is only as good as the quality of the raw material (foods) purchased!

### Food Preparation

Serving acceptable nutritious foods depends not only on good planning, selection and storage of food but also on how it is prepared and cooked.

\* The key to good food preparation is carefully followed standardized recipes. Use standardized recipes for food preparation whenever possible.

\* To conserve nutritive value, trim fresh fruits and vegetables carefully. Remove damaged leaves, bruised spots, skins and inedible parts. Nutrients are lost when tissues are bruised. To avoid bruising use a sharp blade when trimming, cutting or shredding. \* Cook vegetables only until tender and in just enough water to prevent scorching.

\* Cooking root and tuber vegetables, such as whole potatoes, in their skins help retain their nutritive value.

\* To get the full nutritive value from canned fruits and vegetables serve any liquid in can or make use of the liquid some other way such as gravy, soup, gelatin desserts and the like.

\* Cook meat, fish and poultry according to the cut or type purchased. The less expensive cuts and grades of lean meat contain as much food value as higher priced ones. The cheaper cuts require greater skill in cooking and seasoning to be acceptable.

\* Use of drippings from roasting meat and poultry for gravies, and meat stock or broth from stewing in soups, escalloped or creamed dishes, will save some of the nutrients which otherwise would be lost during cooking.

\* Avoid cooking cereal in excessive quantities of water, draining off the cooking water and rinsing. This wastes valuable nutrients.

### Sanitation

Just as it is important to feed children nutritious body-building meals, it is equally important that the meals be free from harmful substances that may cause illness. Nutrition and sanitation must go hand-in-hand in any good food service operation. Sanitation is a factor to consider in food selection, storage, preparation, and service.

#### Sanitation Means Many Things

\* Clean utensils and equipment

\* Clean and safe food

\* Correct storage and cooking temperatures

\* Clean and healthy workers

\* Good food handling practices

#### Make the Food Service Operation Entirely Safe

\* Be sure that all food service workers meet the health standards set up by local and State health authorities.

\* Be sure persons with infected cuts or sores, colds and other diseases do not prepare or serve food.

\* Be sure hands are washed thoroughly with soap and water before handling foods or utensils and after each visit to the rest room.

\* Wash hands and utensil thoroughly after handling raw eggs, fish, meats and poultry.

\* Be sure all eating and drinking utensils are properly handled. Do not touch surfaces on which food is served or that come in contact with the mouth.

\* Avoid use of cracked or chipped utensils and dishes.

- \* Use only dish washing equipment that meets local health agency regulations.
- \* Request at least annual inspections by local health and fire departments.
- \* Purchase foods such as pasteurized milk, inspected stamped meat and government-approved shellfish to help insure food safety.
- \* Examine food when it is delivered to make sure it is not spoiled, dirty, or contains insects.
- \* Protect foods such as flours, cereals, cornmeal, sugar, dry beans and peas from rodents and insects by storage in tightly covered containers.
- \* Use food supplies on a "first in first out basis". Store foods so that older supplies will be used first. This helps to prevent food spoilage.
- \* Be sure all fruits and vegetables that are served raw are thoroughly washed.
- \* Be sure foods are cooked properly following standardized procedures and recipe directions.
- \* Be sure that cold foods are cold (45°F or below) and hot foods are kept hot (cooked and held at 140°F or above).
- \* Don't overload containers for heating and cooling. Use shallow pans so that food will either heat or cool quickly.
- \* Throw out portions of foods served but not eaten.
- \* Keep all appliances and equipment in good working order.

#### Check Sheet for Evaluating the Lunch and Supper Menus

1. Are all four components of the lunch included?

Yes \_\_\_\_\_ No \_\_\_\_\_

2. Are serving sizes sufficient to provide 10-to-12 year old boys and girls the following:

2 oz of meat or meat alternate or an equivalent quantity

3/4 cup of two or more vegetables or fruit or both

1 serving of enriched or whole-grain bread

1/2 pint of fluid milk?

Yes \_\_\_\_\_ No \_\_\_\_\_

3. Are serving sizes planned and served?

Yes \_\_\_\_\_ No \_\_\_\_\_

4. Are other foods included to help meet the nutritional needs of boys and girls and to satisfy appetites?

Yes \_\_\_\_\_ No \_\_\_\_\_

5. Are the combinations of foods pleasing and acceptable to children?

Yes \_\_\_\_\_ No \_\_\_\_\_

6. Do lunches include a good balance of:

Color--in the foods themselves or as a garnish

Texture--soft and crisp or firm textured foods

Shape--different sized pieces and shapes of foods

Flavor--bland and tart or mild and strong flavored foods

Temperature--hot and cold foods?

Yes \_\_\_\_\_ No \_\_\_\_\_

7. Are most of the foods and food combinations ones children have learned to eat?

Yes \_\_\_\_\_ No \_\_\_\_\_

8. Have children's cultural and ethnic food practices been considered?

Yes \_\_\_\_\_ No \_\_\_\_\_

9. Are foods varied from day to day, week to week?

Yes \_\_\_\_\_ No \_\_\_\_\_

10. Are different kinds or forms of foods (fresh, canned, dried) included?

Yes \_\_\_\_\_ No \_\_\_\_\_

11. Are seasonal foods included?

Yes \_\_\_\_\_ No \_\_\_\_\_



## Closing a Program

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### Submission of Final Reimbursement Claim Form

Administrative costs should include all salaries paid up to termination of the program, including salaries paid to personnel retained for the purpose of closing the program (usually the director, a secretary, and an accountant), and all other expenditures incurred up to the termination of the program. Costs incurred up to ten days of the ending month of the service institution's food service operation may be combined on a Claim for Reimbursement with the month immediately preceding the ending month.

### Record Retention

All records should be compiled and deposited in a safe place. (The record requirements have been outlined in this handbook.) You are required by law to retain all records for a period of 3 years after the end of the applicable fiscal year. Such records must be accessible to Federal officials for audit and review.

### Evaluation of the Program

Upon completion of your involvement in the Summer Food Service Program, you may want to evaluate the total operation of your program. This will be beneficial to you if you plan to continue with the program in the future and may also be beneficial to other sponsors who wish to operate a program.



## Nutrition Education

### Games and Activities

This section contains suggestions for nutrition education activities. You may wish to distribute copies at the training session.

The use of the following activities and games is not required, although whenever possible sites should incorporate some nutrition education activities into their daily schedule. Try to include an occasional event designed to teach children about the foods their bodies need to grow and develop.

Although children at a site may vary considerably in age, they can be divided into age groups for these activities just as they are for a baseball game, relay race, or swimming lesson. Activities should be planned for all children over 2 or 3 years of age.

#### What Am I?

Type: Quiet Group Discussion Game

Materials: none

Age Group: 5-12

A child is picked to start the game. He thinks of a certain food. The other children take turns asking him questions which can be answered with "yes" or "no." The child who guesses the food gets to be the next one to be "it."

#### Alphabet Game

Type: Quiet Group Discussion Game

Materials: none

Age Group: 8-12

The game is played by having a number of children name different types of food beginning with a specified letter and proceeding through the

alphabet. The first child names a food that begins with A and the other players continue to name foods in alphabetical order as their turns come around. Letters Q, U, X, and Z may be omitted since few foods begin with these letters.

#### Eating Lunch

Type: Rhyme

Materials: none

Age Group: 2-5

When the sun is high in the sky  
(Point up)

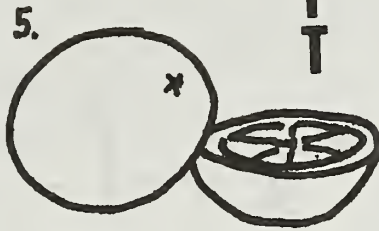
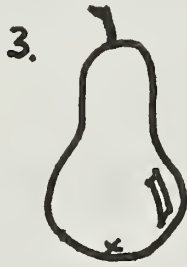
And I'm hungry as I can be  
(Look sad, rub tummy)

I run inside to eat my lunch  
(Run in place)

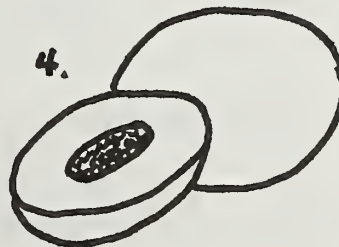
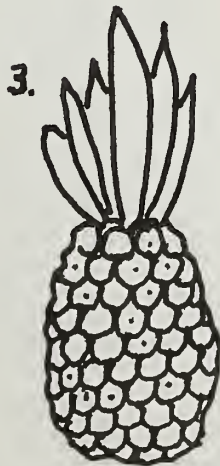
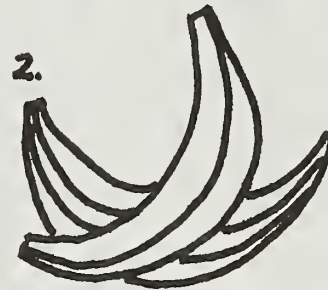
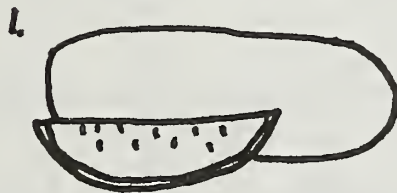
Now look at the smile on me!  
(Point to smile)

# F CROSSWORD U I T

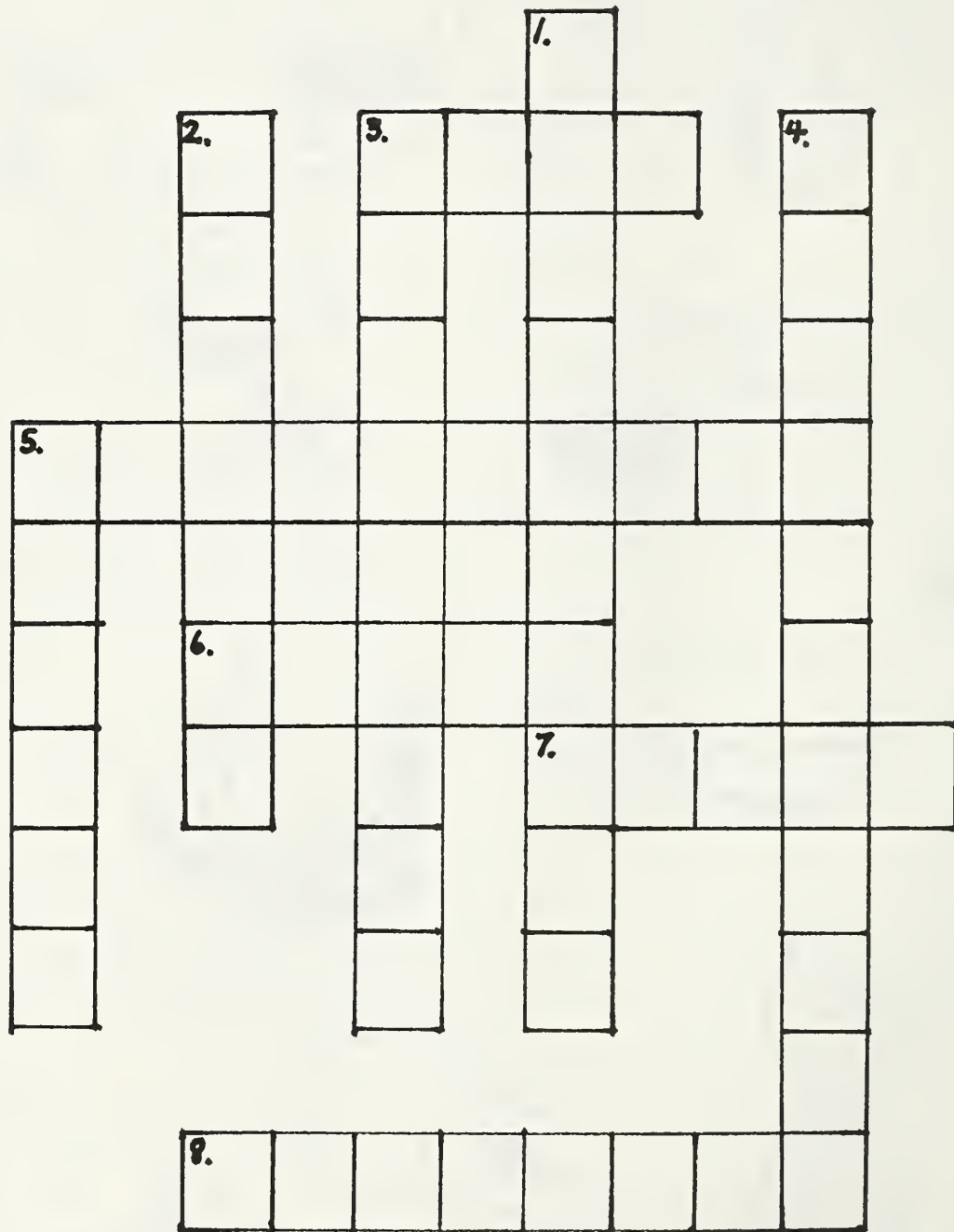
## ACROSS



## DOWN



# F CROSSWORD U I T



# FRUIT BASKET UPSET

This basket of fruit has been upset, and you must find those fruits that fell. In the puzzle below they may be diagonal, backward, or upside down! The apple has already been found for you.

APPLE	DATE	ORANGE	PRUNE
APRICOT	FIG	PEACH	RAISIN
BANANA	GRAPE	PEAR	TANGERINE
BERRIES	GRAPEFRUIT	PINEAPPLE	WATERMELON
CHERRY	HONEYDEW MELON	PLUM	

A P T O T C T E N E T

E T D A O M O H A C E G N A R O N

U S C R G A C A P E A R I W P E G R A T U

I A R A A D R I S E R X H C A E P E A E C A

S R L P P N E R I E R P L U T R C L N G I N

I A U M P N T P P G Y D M P E U N Z U R R A

F I G P L R U A O P I B E R R I E S U M O N

N S F I E P R L L O L L L E M S A I E F L A

I G H A G P Y H O N E Y D E W M E L O N B

N O C E N U R P T U Y O O L N D P K E D O

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I G R A P E F R U I T A P E U R

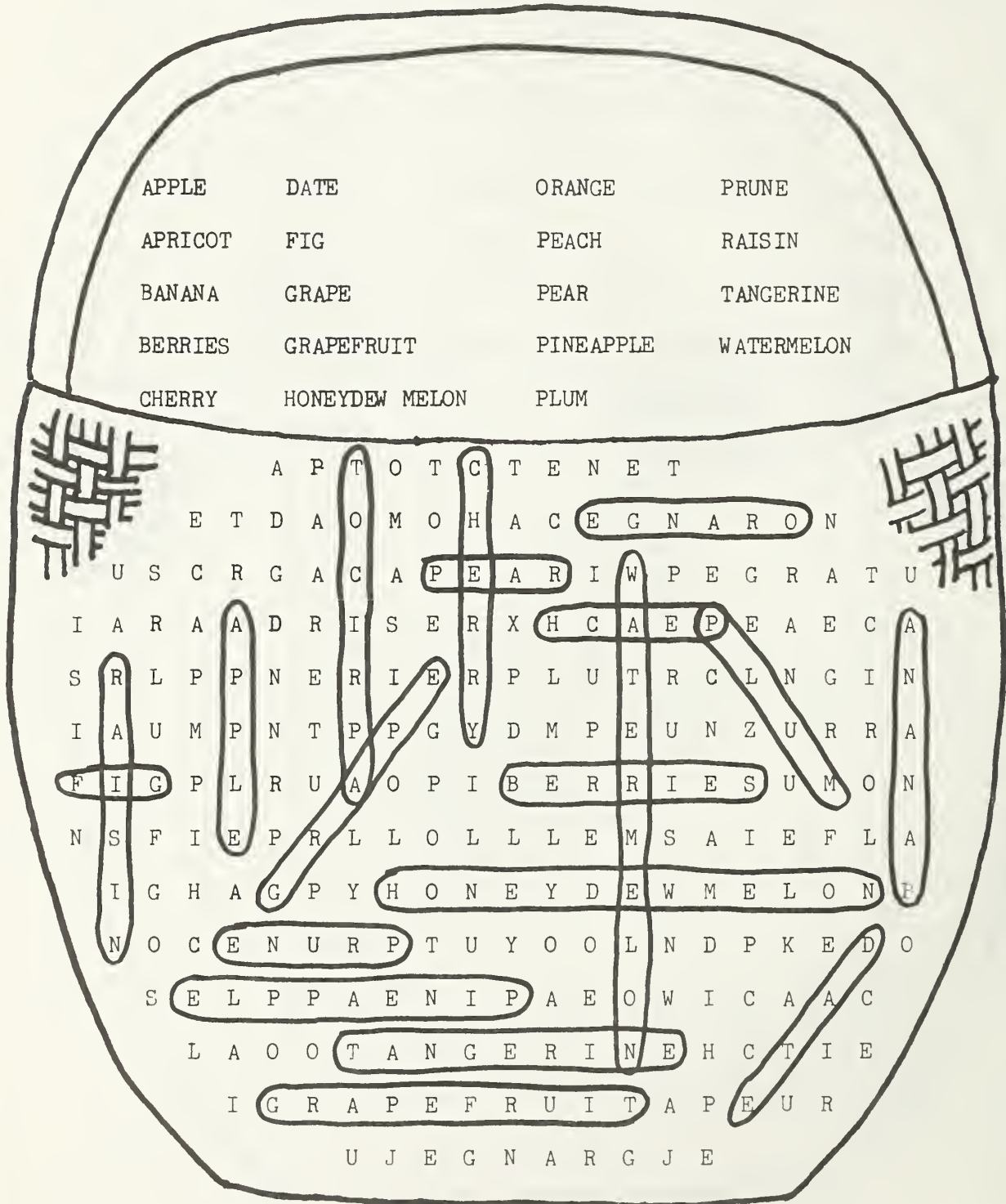
U J E G N A R G J E



# FRUIT BASKET UPSET

This basket of fruit has been upset, and you must find those fruits that fell. In the puzzle below they may be diagonal, backward, or upside down! The apple has already been found for you.

APPLE	DATE	ORANGE	PRUNE
APRICOT	FIG	PEACH	RAISIN
BANANA	GRAPE	PEAR	TANGERINE
BERRIES	GRAPEFRUIT	PINEAPPLE	WATERMELON
CHERRY	HONEYDEW MELON	PLUM	



# HAPPY FACE FOOD PUZZLE

0.0  
FIND ME!



# FOOD FIND

Find the following food in the puzzle below. They may be upside down, backwards, or sideways.

APPLE	COLE SLAW	JELLO	SANDWICH	CHICKEN A LA KING
BANANA	CORN	MUFFIN	TURNIPS	TATER TOTS
BREAD	GRAPES	LAMB	TOMATO	BEEF STEW
BUTTER	CARROTS	CAKE	CEREAL	COOKIES
CHEESE	EGGS	FISH	OATMEAL	ORANGE JUICE
GRAVY	PUDDING	HAM	SYRUP	HAMBURGER
WAFFLE	ICE CREAM	PORK	TOAST	HOT DOG BUN
MILK	ROLLS	RICE	TUNA	PIGS IN A BLANKET
PEAS	PIE	JAM		

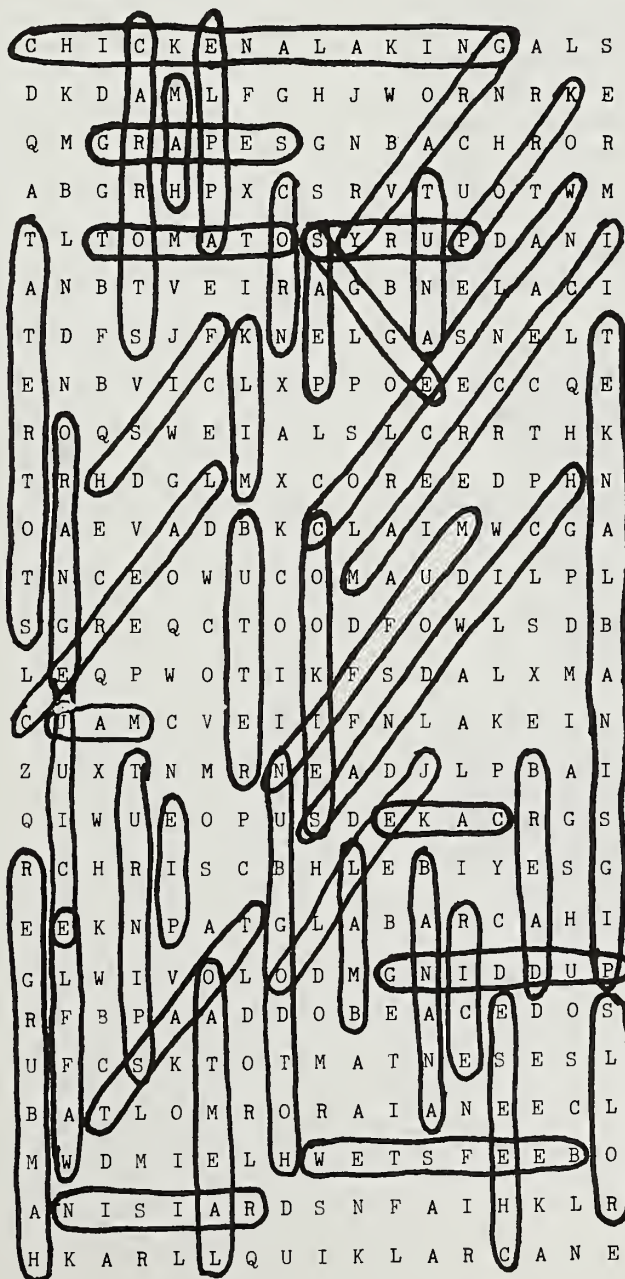
C H I C K E N A L A K I N G A L S  
 D K D A M L F G H J W O R N R K E  
 Q M G R A P E S G N B A C H R O R  
 A B G R H P X C S R V T U O T W M  
 T L T O M A T O S Y R U P D A N I  
 A N B T V E I R A G B N E L A C I  
 T D F S J F K N E L G A S N E L T  
 E N B V I C L X P P O E E C C Q E  
 R O Q S W E I A L S L C R R T H K  
 T R H D G L M X C O R E E D P H N  
 O A E V A D B K C L A I M W C G A  
 T N C E O W U C O M A U D I L P L  
 S G R E Q C T O O D F O W L S D B  
 L E Q P W O T I K F S D A L X M A  
 C J A M C V E I I F N L A K E I N  
 Z U X T N M R N E A D J L P B A I  
 Q I W U E O P U S D E K A C R G S  
 R C H R I S C B H L E B I Y E S G  
 E E K N P A T G L A B A R C A H I  
 G L W I V O L O D M G N I D D U P  
 R F B P A A D D O B E A C E D O S  
 U F C S K T O T M A T N E S E S L  
 B A T L O M R O R A I A N E E C L  
 M W D M I E L H W E T S F E E B O  
 A N I S I A R D S N F A I H K L R  
 H K A R L L Q U I K L A R C A N E

# KEY

## FOOD FIND

Find the following food in the puzzle below. They may be upside down, backwards, or sideways.

APPLE	COLE SLAW	JELLO	SANDWICH	CHICKEN A LA KING
BANANA	CORN	MUFFIN	TURNIPS	TATER TOTS
BREAD	GRAPES	LAMB	TOMATO	BEEF STEW
BUTTER	CARROTS	CAKE	CEREAL	COOKIES
CHEESE	EGGS	FISH	OATMEAL	ORANGE JUICE
GRAVY	PUDDING	HAM	SYRUP	HAMBURGER
WAFFLE	ICE CREAM	PORK	TOAST	HOT DOG BUN
MILK	ROLLS	RICE	TUNA	PIGS IN A BLANKET
PEAS	PIE	JAM		





## The Food and Nutrition Information and Educational Materials Center

The Food and Nutrition Information and Educational Materials Center (FNIC) is designed to assemble, maintain, and disseminate resource materials for sponsors who implement USDA's Summer Food Service Program for Children.

FNIC collects literature related to food service and nutrition education. These materials include books, journal articles, pamphlets, government documents, special reports, proceedings, bibliographies, and the like. In addition, FNIC maintains a collection of non-print media in the form of films, filmstrips, slides, games, charts, audiotapes, and video cassettes.

Sponsors interested in borrowing resource material from FNIC may obtain a current catalog from:

Head, Food and Nutrition Information  
and Education Materials Center  
Room 304  
National Agricultural Library  
Beltsville, Maryland 20705  
Phone: (301) 344-3719

FNIC was developed cooperatively by the National Agricultural Library and the Food and Nutrition Service of the U.S. Department of Agriculture. Through the FNIC, users have access to the total resources of the National Agricultural Library.



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